Program Description/Textbook or Print Instructional Material

Vendor	**Glencoe/McGraw-Hill**
Web URL	**www.glencoe.com**
Title	**Glencoe Spanish: ¡Buen Viaje!, Level 1**
Author	**Schmitt, Woodford**
Copyright Date	**2005**
ISBN	**0078465702**
Edition	**2nd**
Course/Content Area	**Spanish 1**
Intended Grade or Level	**6-12**
Readability Level	**Not Established for the Field of Foreign Languages**
List Price	**N/A**
Lowest Wholesale Price	**55.95**

The Kentucky Department of Education must receive a copy of the alternative format if the instructional material is placed on the State Multiple List.

Level of Accommodations (1, 2, or 3)	**3**
If Level 2 or Level 3, please provide rationale for not meeting Level One Compliance	
Rationale	Providing a higher level of accessibility compliance is too costly for the size of the student enrollment in this curriculum area

FEATURES

Disclaimer
The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, or of the Kentucky Department of Education.

Content	The Glencoe Spanish program, *¡Buen viaje!* was developed to provide students with the tools they need to communicate in Spanish. The content of the program is based on topics that students will find both interesting and purposeful, and range from topics like describing and talking about themselves and others to discussing pieces of literature or current events. Each topic is set in a cultural milieu to assure that students understand the breadth and diversity of the Spanish-speaking world. From the beginning of the program students learn the words and structures needed to communicate about a particular topic. This, in turn, enables students to construct meaningful language and to quickly move away from dependence on memorized language. *¡Buen viaje!* is balanced in opportunities to learn, practice, and master content in each of the four modes of expression: listening, speaking, reading, and writing. Culture is carefully imbedded in *¡Buen viaje!* and is evident throughout the text in photos, art, and realia. Topics are presented in a cultural setting, helping students understand the diversity of the cultures of the Hispanic world while improving their language skills.

Student Experiences	*¡Buen viaje!* is carefully written and designed to be appropriate for the widest range of learners. The text is uncluttered and easy to follow. Words are illustrated with photo or art to portray meaning without the use of translation. Students are led through the steps of language development in manageable, logical steps. Students are never asked to produce language before they have had appropriate models through input and substantial opportunities to practice. Language is tied together in a meaningful way that allows students to communicate what they need to or want to communicate in a given setting or situation in a culturally appropriate way.

Assessment	Glencoe Spanish, *¡Buen viaje!* includes a variety of assessment instruments to support instruction. Suggestions for formative assessments are given in the Teacher Wraparound Edition. Quizzes are provided for each vocabulary and structure section. The tests include Reading and Writing, Listening, Speaking, and Proficiency sections for every chapter and for every section of the text. Performance Assessment tasks are also provided. In preparation for testing, students may complete the practice assessment pages in the text as well as the online self-tests at glencoe.spanish.com. Exam*View* ® Pro Test Bank software provides another option for conveniently printing ready-made tests or for customizing test questions or tests. Assessments are prepared by the authors of the program to ensure that students are tested the way they are taught and that there is a true articulation between the material presented in the program and the material tested

Organization	Glencoe's *¡Buen viaje!* Level 1 is organized into fourteen chapters. Chapters thirteen and fourteen are identical to chapters one and two in the Level 2 book to provide bridging and flexibility. Each chapter focuses on a specific communicative topic. In each chapter the essential vocabulary is presented first. Once the students have had ample opportunity to practice their vocabulary they employ that vocabulary to learn the structure presented in that chapter. A conversation that reintegrates the vocabulary and structure follows. Culture is presented in Spanish in the cultural readings. These readings are fully comprehensible to the students because they are written using the language of the chapter. The readings also help students learn to read in Spanish. Connections to other disciplines are presented in each chapter. These readings help students improve their reading skills and reinforce the skill of reading to learn. *¡Te toca a ti!* gives the students an opportunity to show their proficiency in spoken and written activities. Assessment gives the students an opportunity to check their own progress before the end of chapter test. The feature called *¡Hablo como un pro!* is an illustration that encompasses the chapter topic and prompts the students to say or write everything they can about that topic . The end of chapter vocabulary list provides the students with an opportunity to check their mastery of the vocabulary. At the chapter breaks after chapters 4,7,11, and 14 there is a feature written by People en español that highlights a Spanish-speaking region or country. There is also a review of the previous chapters In the back of the book there is a Literary Companion that provides four selections of adapted literature. The Literary Companion provides an introduction to literature that is easy to use for the teacher and comprehensible for the student because the adaptation is done by the authors of *¡Buen viaje!* The Video Companion at the back of the book gives a preview and a follow up activity for each episode of the video. InfoGap Activities at the back of the book give the students a chance to practice their new language skills with a partner. Reference materials are also provided at the back of the book.

Resource Materials	

Gratis Items to be provided and under what conditions -	Free Per Teacher: Teacher Wraparound Edition; Teacher Classroom Resources; TeacherWorks CD-ROM; Viva el mundo hispanol Video Program DVD, Level 1; Audio CD Program; Examview Pro Testmaker; Transparency Binder; Interactive Conversation Activities CD-ROM; Mindjogger Videoquiz DVD; Listening Tests CD; Chalkboard CD-ROM; Vocabulary Puzzlemaker CD-ROM; Fine Arts Transparency Binder; Editable Lesson Planner CD-ROM. Free per Student Edition Purchased: StudentWorks CD-ROM. Free per Student Edition Purchased, First Year of Adoption: Workbook and Audio Activities (subsequent years upon request). Free Per School, First Year of Adoption: DVD Player. Free per School, First Year of Adoption w/purchase of at least 25 each of Glencoe Spanish 1 0078465702 and Glencoe Spanish 2 007861970X and Glencoe Spanish 3 0078619904: Galería de arte y vida, set of 25

Available Ancillary Materials	All Items Listed Above as Gratis Items

Research Data and Evidence of Effectiveness

Disclaimer: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, or the Kentucky Department of Education

Note: Please complete this section by indicating the research data and evidence of effectiveness, or give a web site where the information is located. If there is no research data and evidence of effectiveness, please indicate "not available".

Research Available (yes or no)	Yes

If yes, provide information below:

Glencoe's *¡Buen viaje!* program is the product of ongoing classroom-oriented and educational research activities. Prior to the publication of *¡Buen viaje!* © 2005, the following research was conducted:
- Mail and telephone surveys returns were reviewed
- Comments and correspondences from current Glencoe Spanish users were reviewed
- Focus groups were convened throughout the United States
- Feedback from state adoption committees in previous state adoption cycles was considered
- Face-to-face interviews with Spanish teachers were held
- Student evaluations of previous editions of the text were read
- Manuscripts were reviewed by teachers, editors, and consultants
- Texts were read by native speakers of Spanish

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July19-23, 2004. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Title	**Glencoe Spanish: Buen Viaje!, Level 1**
Publisher	Glencoe/McGraw-Hill
Item Evaluated	Print Material
Content Level	Spanish 1
ISBN	0078465702 0078465702

Copyright Date 2005
Date of Evaluation 7/19/04

Recommended   **YES**

Publisher's Explanation of Reviewer's Comments:

Technology Strengths

Technology Weaknesses

Instruction & Assessment Strengths
Multiple assessment opportunities that address a variety of assessment modes and language skill areas.

Instruction & Assessment Weaknesses

Organization & Structure Strengths
Strong orgnaization of chapters with clearly identified objectives and implied functions. Culture is richly presented from a contextualized perspective.

Organization & Structure Weaknesses
Text contains many activities that are grammar-based and provide little opportunity for students to develop higher cognitive thinking in the target language.

Resource Materials Strengths
Multiple resources address a variety of learning styles and language skill areas.

Resource Materials Weaknesses

Technology Comments

Equipment

Windows	No	Macintosh	No	CD ROM	No	Sound	No

Equipment Other

Grade Level

Primary	No	Intermediate	No	Middle	No	High	No

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Audience

Individual	No	Small Group	No	Large Group	No

Format

Stand Alone/Independent	No	Integrated	No	Supplemental	No

Cost

Single Copy		School Version	
Network Version		Online	
Site License		Lab Pack	

Type of Software

Simulation	No	Tutorial	No	Critical Thinking	No
Management	No	Exploratory	No	Utility	No
Interdisciplinary	No	Creativity	No	Type of Software - Other	
Problem Solving	No	Drill and Practice	No		

Management

	Allows customizing for individual learning needs
	Allows Students to exit and resume later
	Keeps student's performance record, where needed
	Allows control of various aspects of software (sound)
	Allows printed reports

Presentation/Interface

	Presents material in organized manner
	Consistent, easy-to-use, on-screen instructions
	Developmentally correct presentation/ format
	Adapts to different learning styles/multiple intelligences
	Accessible for special needs students
	Runs smoothly, without long delays
	Easy-to-view text and graphics
	Easy-to-hear and understand sounds
	Avoids unnecessary screens, sounds, and graphics
	Provides immediate, appropriate feedback
	Presentation/Interface Comments

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	Strength	Weakness
Identifies a Sense of Purpose		
	Each chapter presents topics, functions and material from a contextualized view.	

Rating	Strength	Weakness
Provides Guiding Questions and Instructional Objectives		
	Each chapter presents topics, functions and material from a contextualized view.	

Rating	Strength	Weakness
Develops and Builds on Student Ideas		
	Topics and themes are relevant to student needs. Multiple opportunities are provided for students to engage in interactive exercises.	Text contains many drill-oriented exercises that only recquire students to produce minimal responses. Grammar instruction is presented explicitly and not extracted from an authentic document.

Rating	Strength	Weakness
Encourages student to become an independent learner (performer, creator, speaker)		
	Multiple activities are presented that afford students the opportunity to actively perform, create and speak in the target language.	Some of the activities seem contrived and not natural. Moreover, Students are often recquired to produce language in an unstructured situation without previous scaffolding or support.

Rating	Strength	Weakness
Assesses Student Progress – Commonwealth Accountability Testing System (CATS) "like" Assessment is provided. Variety of Assessments (diagnostic, formative, Summative, open response, multiple choice, individual, small group, oral demonstrations, presentations, portfolio prompts) is included, Performance assessment opportunities are also included.		
0	A variety of assessments that address different modes of assessment are presented in the material. Moreover, stand rubrics are presented to aid instructors in evaluating performance assessments.	

Rating	Strength	Weakness
Enhances the Learning Environment		
	A variety of assessments that address different modes of assessment are presented in the material. Moreover, stand rubrics are presented to aid instructors in evaluating performance assessments.	Many grammar-driven exercises.

Rating	Strength	Weakness
Reading level appropriate for interest and ability level of intended student group; level remains consistent throughout		
	Outstanding readings in the target language.	

Rating	Strength	Weakness
Includes activities and opportunities for integration of technology		

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	Strength	Weakness

Reflects research-based practices (e.g. hands-on activities, technology, problem-solving situations) engaging students and promoting student thinking		
	Some presentational communicative ativities are present.	Material contains many grammar-based exercises that do not recquire students to utilize higher cognitive abilities.

Is aligned to the Program of Studies and Core Content for Assessment		

Includes opportunities for writing (reviews / personal response / reflection)		
	Activities support personal responses to prompts.	Little opportunity exists to reflect and review learning

Rating	Strength	Weakness
Language skills (listening, speaking, reading, writing) balanced and integrated within each lesson.		
4	Each chapter provides opportunities for students to engage in language skill area.	Intensity of opportunity varies.

Students are given opportunities to communicate in target language in contextual, meaningful, and authentic situations for interpersonal, interpretive, a presentational modes/purposes.		
3	Information is presented in contextualized settings. Multiple opportunities for interpersonal communication exist.	Interpretive and presentational modes are less represented. situations seem contrived. Example: "Work with a classmate conversation in Spanish. Say as much as you can."

Materials provide opportunities for students to express basic needs, basic courtesies, states of being, likes and dislikes, and agreements and disagreem 1.1.B1)		
4		

Materials provide opportunities for students to respond to one-on-one interactions, simple questions and simple requests. (WL – 1.1.B2)		
4		

Materials provide opportunities for students to incorporate appropriate gestures in conversations.		
4-most of the time	Gestures are presented in context.	Activities do not always explicitly demand students to incorpo

Materials provide opportunities for students to create descriptions within contexts. (WL – 1.1.B6)		

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	Strength	Weakness
4	Hablo como un pro section presents a single contextualized picture for students to describe in both written and spoken forms	

Materials provide opportunities for students to exchange information with peers and others. (WL – 1.1.B7)

4		

Materials provide opportunities for students to use different ways to express the same idea WL – 1.1.03

4		

Materials provide opportunities for students to understand and interpret written and spoken language on a variety of topics.

4		

Materials provide opportunities for students to respond appropriately to familiar directions, instructions and commands. (WL – 1.2.B1)

4		

Materials provide opportunities for students to identify and use some aural, visual and contextual clues to derive meaning. (WL 1.2.B4)

3	Vocabulary presentations utilize rich culturally-based pictures within a context. As a result, students are afforded the opportunity to derive meaning.	Grammar presentations are explicit and do not afford student opportunity to derive meaning.

Materials provide opportunities for students to identify main ideas and key words in level appropriate speech and print material. (WL 1.2.B7)

4	Contextualized " lecturas" encourage students to identify main ideas and key words in the target language.	

Materials provide opportunities for students to present prepared material (e.g., poems, dialogues, songs) to audiences. (WL – 1.2.B3)

3		

Materials provide opportunities for students to summarize main ideas of selected authentic and/or contextualized materials (e.g., stories, TV commercia (WL – 1.3.B7)

	Contextualized stories	

Materials provide opportunities for students to narrate events using some temporal expressions (e.g., tell what they are going to do for their birthday).

3		

Textbook/instructional material is organized according to the natural acquisition of language through function.

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	*Strength*	*Weakness*
4	4	4

Emphasis is placed on lifelong learning by suggesting uses of the target language for personal enjoyment and enrichment.

4	Topics and functions are relevant to a student audience.	

Students are given opportunities to gain knowledge and understanding of other cultures, as well as their own.

4	Cultural presentations are prevalent throughout the text.	

Cultural information is authentic and current.

4		

Cultural information reflects the diversity within the cultures (e.g. race, economics, political, social).

4		

Cultural information is presented in the target language whenever possible.

4	Lecturas	

Material integrates Arts and Humanities when possible.

3	Visual Arts & Literature	Other Arts and Humanities are not extensively addressed

Material provides opportunities for students to develop an understanding of the relationships between the products and perspectives of the culture by students opportunities to:

Yes	*Identify common words, phrases and idioms*	Yes	*Identify social, geographic, political factors that impact cultural practice*
Yes	*Identify commonly held generalizations about target culture*	Yes	*Identify differences and similarities among same-language cultures*
Yes	*Identify products, expressive forms, contributions, objects, images, and symbols of target culture*		

4		

Cultural information reflects the influence of the target culture in the United States and around the world.

4		

Content reinforces knowledge of other disciplines through the target language.

Linguistic connections are made among languages.

4		

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time

Rating	Strength	Weakness
Structural patterns are identified in both the target language and the student's own language.		
4		
Historical connections are made among languages.		
3		
Materials provide connections with target culture through technology media, and authentic resources.		
3	Realia presented within the text to manipulate.	

Rating Scale: 0-Not applicable;   1-None of the time;   2 Minimally;   3-Some of the time;   4-Most of the time